



## Curriculum Statement for Modern Foreign Languages



### *Intent*

#### *What we aim to achieve:*

At Red Oaks, we believe that learning Modern Foreign Languages is a liberation from insularity and gives all pupils the opportunity to experience other cultures in a way that is enjoyable and fun. Our aim is to stimulate and encourage children's curiosity about language, deepen their understanding of the world and encourage them to celebrate cultural differences in other countries. Pupils learn to develop their speaking and listening skills that are stimulated in English lessons but in a completely new way. They express their ideas and thoughts in another language and learn to understand and respond to its speakers. We feel it is our responsibility to lay the foundations for future language study by nurturing a love of language at an early age.

### *Implementation*

#### *How we will achieve this:*

Red Oaks uses the Rising Stars French scheme to support teaching in French lessons. It incorporates the essential knowledge and skills that the National Curriculum requires while also making links with skills used across our wider curriculum. French is taught by teachers in Years 3-6 for the equivalent of 30 mins weekly. Alternatively, in order to ensure absorption in language content, teachers may choose to teach for one hour a week every other term. Six units are covered by each year group across the year. The learning objectives over the four years of KS2 comprise 6 progressive strands of teaching and learning:

- Building vocabulary
- Listening
- Speaking
- Reading
- Writing
- Understanding Grammar

At Red Oaks, we use a variety of techniques to encourage the children to have an active engagement in learning French: these include games, role-play and action songs, dancing, watching videos and listening to sound clips. We use a multi-sensory and kinesthetic approach to teaching as we believe this serves to reinforce memory. We build the children's confidence through praise for any contribution they make, however tentative.

Our progression maps show clear focuses on languages skills, not just on vocabulary. This is to ensure that children are equipped with skills that will support them in their language learning journey at secondary school and beyond, no matter which foreign language will be studied.

### *Impact*

#### *How do we measure the impact:*

Through implementing the above, children should demonstrate an enthusiasm and passion for language learning. They should be able to develop links with skills developed across the curriculum: predicting, analysing, listening, problem solving, communicating and grammatical understanding. The subject leader ensures that both knowledge (vocabulary) and skills are taught simultaneously through learning walks, pupil conferencing and folder scrutiny. Within lessons, there is continual assessment for learning based on the skills-based objectives set out in the MFL Progression Map and this is fed back verbally. At the end of each unit, these are used to provide the termly assessment made where children are determined to be Working Towards, Working At or Working Above the expected standard.